DOCUMENT RESUME

ED 405 441 UD 031 606

TITLE	Emergency Immigrant Education Program (EIEP) 1995-96. Research Report on Educational Programs.
INSTITUTION	Houston Independent School District, TX. Dept. of Research and Evaluation.
PUB DATE	96
NOTE	26p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Academic Achievement; Elementary Secondary Education; Hispanic Americans; *Immigrants; Language Minorities; *Limited English Speaking; Mathematics; *Parent Participation; Program Development; Reading; *Test Results; Urban Schools; Urban Youth; Writing (Composition)
IDENTIFIERS	*Houston Independent School District TX; Texas Assessment of Academic Skills

ABSTRACT

The Emergency Immigrant Education Program of the Houston Independent School District (Texas) was intended to provide services to help immigrant children achieve a satisfactory level of academic performance. A total of 12,135 eligible immigrant students were identified in the Houston schools through October 1995, an increase of 149% above the number for the previous year. An evaluation assessed the identification of eligible immigrant students and the implementation of the services these students received during the 1995-96 school year. In addition, standardized achievement test data represented by scores on the Texas Assessment of Academic Skills (TAAS) for immigrant students were provided to determine the impact of EIEP on the academic progress of eligible students. Compared to TAAS performance in the previous year, the percent passing reading decreased from 58% to 41%, the percent passing writing decreased from 55% to 32%, and the percent passing the mathematics test increased from 39% to 44%. Recommendations are made for program improvement, focusing on teacher training, parent participation, and strengthened instructional services. In addition, it was recommended that the immigrant program staff assess services for limited English proficient students whose home language is other than Spanish. Five appendixes present tables of student achievement data. (Contains 2 figures, 10 tables, 5 appendix tables, and 17 references.) (SLD)

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ED 405 441

RESEARCH

Report on Educational Programs

An Evaluation Report from the Department of Research and Evaluation

Emergency Immigrant Education Program (EIEP) 1995–96

U.S. DEPARTMENT OF EDUCATION
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Executive Summary

Emergency Immigrant Education Program (EIEP) 1995–96

Program Description

In 1984, the Emergency Immigrant Education Program (EIEP) authorized funds to provide immigrant children with services needed to achieve satisfactory academic progress. Since 1986, the Houston Independent School District (HISD) has received funding for the implementation of its EIEP. Funds allocated in the 1995–96 school year were based on 4,883 eligible immigrant students for the 1994–95 school year as reported by the Public Education Information Management System (PEIMS). This resulted in an entitlement of $227,167 for the 1995–96 school year, representing an increase of $12,614 over the previous year.

During the 1995–96 school year, the EIEP had the following goals: to assist in the identification of immigrant Limited English Proficient (LEP) students; to improve achievement in reading, writing, and mathematics; to provide teacher staff development and parent workshops; and to offer English as a Second Language (ESL) classes to immigrant students. The program supported one half-time counselor to provide counseling for immigrant students throughout the district.

The purpose of this report was to monitor the implementation of services for immigrant students and to assess the impact of those services on their achievement in reading, writing, and mathematics. The following research questions were addressed in this report:

1. What were the numbers of identified immigrant students in HISD by grade level and by Management District during the 1994–95 and 1995–96 school years?

2. What were the numbers of foreign-born students in HISD during the past six school years?

3. What languages were spoken in the homes of immigrant students?

4. What activities were conducted to coordinate services for immigrant families in 1995–96?

5. What activities did the Immigrant Counselor conduct during the 1995–96 school year?

6. How many immigrant students passed each section of the Texas Assessment of Academic Skills (TAAS), English and Spanish versions, in 1994–95 and 1995–96?

Findings

- The Fall 1995 Public Education Information Management System (PEIMS) identified 12,135 eligible immigrant students in HISD through October 1995, an increase of 149% above the number reported in 1994–95.

- The population of immigrant students was highest in the first grade with 1,900 immigrant students. In the primary grades, the numbers ranged from 1,238 to 1,900. The numbers decreased at the elementary level and through middle school. The number of immigrants peaked again at 1,239 students in the ninth grade; then it decreased steadily through the twelfth grade.

- In 1995–96 there were 33,397 foreign-born students identified in HISD, an increase of 3% in the number recorded in 1994–95.

- Spanish was spoken in the homes of 89% of the immigrant students. The second most prevalent foreign language was Vietnamese, with 4% of the immigrant students speaking that language.

- The coordinator of parent and student services had 2,570 contacts and activities involving parents of immigrant students, community resources, Multilingual Department staff, HISD staff, and Region IV ESC staff.

- The Immigrant Counselor performed a total of 746 contacts and activities, and counseled 432 students through individual and group counseling sessions during the 1995–96 school year.

- Compared to performance on the English TAAS in the previous year, the percent passing reading decreased from 58% to 41%; the percent passing writing decreased from 55% to 32%; while the percent passing the mathematics test increased from 39% to 44%.

- In 1996, there were fewer students tested on the TAAS on all subtests than were tested in 1995: 30% fewer in reading, 31% fewer in writing, and 35% fewer in mathematics.

Recommendations

1. Since 11.9% of foreign born students speak a language other than Spanish, non-Spanish speaking immigrant students may benefit from additional language services including: more teacher training and staff development in the use of ESL instructional techniques in academic subjects; an English language institute in one or more management districts; the use of videotapes, computer assisted instruction, and other interactive technologies to support ESL instruction for languages other than Spanish.

2. Since a goal of the program is to promote training and support for the parents of immigrant students, increased parent training needs to be encouraged as follows: offering incentives, building on cultural heritage, stimulating family activities, providing literacy training, presenting more parenting workshops, or initiating other immigrant services to improve parenting skills.

3. Since immigrant students did not achieve the TEA, Standard Application System, Schedule #4C, Required Improvement (Increment) at any grade level, the EIEP should strengthen its instructional services to immigrant students at all grade levels, and especially at the middle and high school levels, through additional teacher training in the use of instructional methodologies recommended as effective in the research literature.

4. Since immigrant students in none of the HISD Management Districts recorded TAAS passing rates for immigrant students that met the TEA, Standard Application System, Schedule #4C, Required Improvement (Increment), it is recommended that Management District offices form advisory committees consisting of middle school and high school teachers, to address the academic and social issues affecting the performance of immigrant students.

Emergency Immigrant Education Program (EIEP) 1995–96

The Emergency Immigrant Education Program (EIEP) was intended to provide services to help immigrant children achieve a satisfactory level of academic performance. The purpose of this evaluation report was to assess the identification of eligible immigrant students and the implementation of services rendered to those students during the 1995–96 school year. In addition, standardized achievement test data represented by scores on the Texas Assessment of Academic Skills (TAAS) for immigrant students were provided to determine the impact of EIEP on the academic progress of eligible immigrant students. Compared to TAAS performance in the previous year, the percent passing reading decreased from 58% to 32%; the percent passing writing decreased from 55% to 32%; while the percent passing the mathematics test increased from 39% to 44%.

Introduction

Program Description

In 1984, the Emergency Immigrant Education Program authorized funds to provide immigrant children with the services they needed to achieve satisfactory academic progress. Although the concept of immigrant would generally include all persons born outside the United States who have made a permanent move to reside in this country, for the purposes of the EIEP eligibility, "immigrant" was defined as a student born outside the United States and who had attended school in the United States for less than three complete years. Specifically, the EIEP's main goal was to help immigrant students during their initial educational phase. Therefore, after three years of service, students became ineligible for EIEP services. In addition, participation in the EIEP was "voluntary." This means that students were eligible for program services only if their parents chose to enroll them as immigrant students.

Since 1986, HISD has received funding for the implementation of the Emergency Immigrant Education Program (EIEP) program. Funds allocated for EIEP in the 1995–96 school year were based on 4,883 eligible immigrant students reported by the Public Education Information Management System (PEIMS) for the 1994–95 school year. This resulted in an entitlement of $227,167 in 1995–96, representing an increase of $12,614 over the previous year.

During the 1995–96 school year, the EIEP had several goals. One was to assist all HISD schools in the identification of immigrant Limited English Proficient (LEP) students by continuing the operation of Multilingual Assessment Centers at four schools: Cooley, McReynolds, Sanchez, and Sutton. A second goal of the EIEP was to support computer assisted programs of instruction at six middle schools. Similarly, the program provided staff development and parent workshops for teachers and parents of immigrant students. The EIEP also implemented non-credit tuition-free secondary English as a Second Language (ESL) classes at selected summer sites. The program supported one, half-time counselor who provided individual and group counseling for immigrant students throughout the district.

Purpose of the Evaluation Report

The purpose of this report was to monitor the implementation of services for immigrant students and to assess the impact of those services on the reading, writing, and mathematics performance of identified students. The following research questions were addressed in this report:

1. What were the numbers of identified immigrant students in HISD by grade level and by Manage-

ment District during the 1994–95 and 1995–96 school years?
2. What were the numbers of foreign-born students in HISD during the past six school years?
3. What languages were spoken in the homes of immigrant students?
4. What activities were conducted to coordinate services for immigrant families in 1995–96?
5. What activities did the Immigrant Counselor conduct during the 1995–96 school year?
6. How many immigrant students passed each section of the Texas Assessment of Academic Skills (TAAS), English and Spanish versions, in 1994–95 and 1995–96?

Review of the Literature

Research explores the length of time needed for immigrant students to become proficient in the English language. The literature reveals performance trends and effective teaching strategies that are associated with different approaches to Bilingual Education and ESL programs.

In U.S. schools, when all instruction is in English, foreign students with no schooling in their first language generally take 7–10 or more years to reach achievement levels of their English-speaking classmates. Immigrant students who have had 2–3 years of first language schooling in their home country before coming to the U.S. need at least 5–7 years to reach typical native-speaker performance. This pattern exists across many student groups, regardless of the particular home language that students speak, country of origin, socio-economic status, and other student background variables. Research has shown that the most significant student background variable to achieve academic success is the amount of formal schooling students received in their native language (Cummins, 1981).

Limited English proficient students instructed in English for part or all of the school day typically do reasonable well in the early years of schooling (kindergarten through second or third grade). However, from fourth grade through middle school and high school, when the academic and cognitive components of the curriculum become increasingly more difficult, students with little or no academic and cognitive development in their first language typically Fall farther behind as they move into the upper grades. Many studies have found that cognitive and academic development in the first language has an extremely important and positive effect on second language schooling (Bialystok, 1991; Collier, 1989, 1992; Garcia, 1994; Genesee, 1987, 1994; Thomas & Collier, 1995).

Academic skills, literacy development, concept formation, subject knowledge, and learning strategies developed in the first language will all transfer to the second language. Some studies indicate that if students do not reach a certain threshold in their first language, including literacy, they may experience cognitive difficulties in the second language (Collier, 1987; Collier and Thomas, 1989; Cummins, 1981, 1991; Thomas and Collier, 1995).

Recent research (Thomas & Collier, 1995) found that classes in school that are highly interactive, emphasizing student problem-solving and discovery learning through thematic experiences across the curriculum are likely to provide the kind of social setting for natural language acquisition to take place, simultaneously with academic and cognitive development. Collaborative interaction, where meaning is discussed with classmates is crucial to the language acquisition process, both for oral and written language development (Ellis, 1985; Enright & McCloskey, 1988; Freeman & Freeman, 1992; Goodman & Wilde, 1992; Swain, 1985; Wong, 1991).

Undocumented as well as legal refugees are seeking refuge from war, political oppression, or severe economic conditions. These students bring special social, emotional, and academic needs to class since they have often experienced interrupted schooling in their home countries. Students escaping war may exhibit symptoms of post-traumatic stress disorder, such as depression, withdrawal, hyperactivity, aggression, and intense anxiety in response to situations that recall traumatic events in their lives (Coelho, 1994).

Studies of adaptation to life in the U.S. and success in school have emphasized the importance of a bicultural schooling context, integrating first language, culture, and community knowledge into the curriculum, as well as the importance of parents' maintenance of home language and cultural traditions (Caplan, Choy & Whitmore, 1992; Tharp & Gallimore, 1988; Trueba, Jacobs & Kirton, 1990).

For students in grades K–12, uninterrupted cognitive, academic, and linguistic development is essential to school success. Neglect or overemphasis of one of these three components may affect students' long-term growth. Extensive cognitive and academic

development in students' first language is crucial to second language academic success. In addition, the socio-cultural context in which students are schooled is equally important.

Recent studies provide insight into teaching methods and strategies that are successful with immigrant students who have received some schooling in their home country. Research confirms the extended length of time it takes immigrant students to gain academic proficiency in a second language.

Methods

Data Collection

A number of information resources contributed to the production of this report. The Fall 1995 Public Education Information Management System (PEIMS) reported the number of eligible immigrant students enrolled in HISD through October 1995. That number determined the funding level for the EIEP in HISD. The student masterfile provided data concerning the home language and country of origin of the immigrant students.

Multi-lingual Department staff provided information concerning specific activities for the parents of immigrant students. In addition, the immigrant counselor maintained folders which documented counseling activities conducted throughout the implementation of the program.

Immigrant students who received instruction in ESL or in all English classrooms participated in the Texas Assessment of Academic Skills (TAAS) English language testing program. The TAAS is a criterion-referenced test which measures the achievement of students in reading, writing and mathematics. During the 1995–96 school year, HISD administered the TAAS in grades 3–8 and Exit Level in high school. Students who participated in bilingual education programs in Spanish were tested using the TAAS Spanish version to measure achievement in reading and mathematics.

Participants

The analysis of academic achievement data included eligible immigrant students on the Fall 1995 PEIMS data base. These students were enrolled in Houston ISD schools through October 1995, and were included in the spring 1996 administration of the TAAS achievement tests. For the purposes of the EIEP, immigrant students were those students born outside the United States and who were enrolled in a U.S. school for three (or less) academic school years.

Data Analysis

The Research and Evaluation Department derived frequency distributions for program participants using data from district computer files. This information was used to answer research questions related to the participation and characteristics of immigrant students in the program. The percent passing each subtest of the TAAS was determined from TAAS data files. An account of the activities conducted by the EIEP program staff was obtained by analyzing written reports, records, and documentation related to the program.

Results

What was the number of identified immigrant students in HISD by grade level and by Management District during the 1995–96 school year as compared to the previous school year?

The HISD PEIMS database, effective October 1995, identified 12,135 students as eligible for assistance through the Emergency Immigrant Education Program (EIEP) in 1995–96. This number included only those students born outside the U.S. and enrolled in a U.S. school for three (or less) complete academic years. This total represented a 149% increase over the 4,883 eligible immigrant students recorded in 1994–95. This evaluation report focused on the identified immigrant students included in the 1995–96 PEIMS data base effective October 1995.

Figure 1 describes the enrollment of immigrant students by grade level. In general, the population of immigrant students was highest in primary grades, kindergarten through second grade, where enrollment reached 1,900 in first grade. The numbers decreased during elementary school and through middle school. Immigrant enrollment reached another peak at 1,239 students in ninth grade; then the number decreased steadily through the twelfth grade.

Table 1 presents the enrollment of immigrant students by Management District. The highest numbers of immigrants attended schools in the west and southwest areas, with 2,277 immigrant students attending schools in the West District, and 2,146 immigrant students attending Southwest District schools. Excluding charter schools and alternative schools,

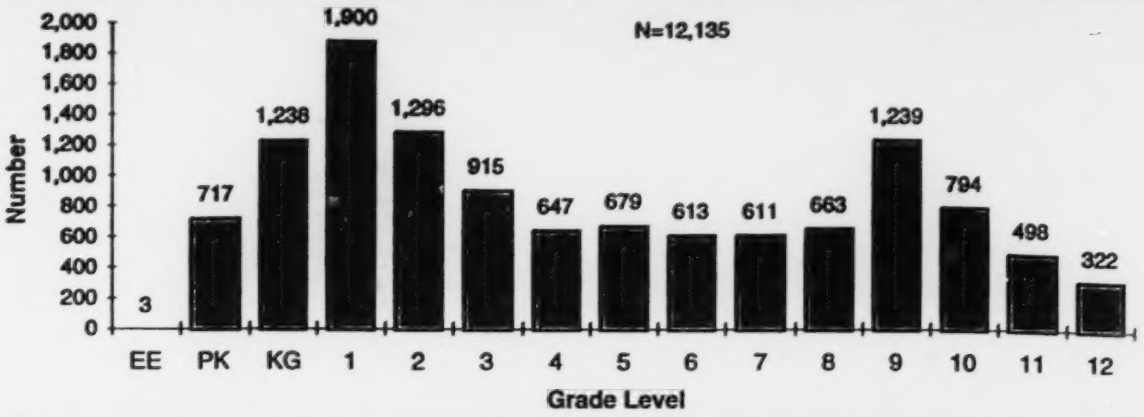

Figure 1: Enrollment of immigrant students by grade level (Source: PEIMS, Fall 1995)

the fewest numbers of immigrants attended schools in the south and northeast areas, where 302 immigrant students attended schools in the South District, and 372 attended Northeast District schools. Immigrant students also received services in alternative schools and charter schools.

Appendix A shows the number of eligible immigrant students identified by campus during the 1995–96 school year. A total of 7,468, or 61.5%, of the immigrant students enrolled in HISD attended 170 elementary schools or alternative schools serving elementary school students. A total of 1,821, or 15.0%, attended 45 middle schools or alternative schools serving middle school students. The remaining 23.5%, or 2,846 eligible immigrant students, attended 35 high schools or alternative schools serving high school students.

Table 1: Immigrant Enrollment by Management District (Source: PEIMS, Fall 1995)

Administrative District	Total Immigrants
West	2,277
Southwest	2,146
North Central	1,512
East	1,370
North	1,234
Southeast	1,099
Central	637
South Central	614
Northwest	439
Northeast	372
South	302
Alternative	101
Charter	32
Total	**12,135**

What was the number of foreign-born students in HISD during the past six school years?

Figure 2 presents the number of foreign-born students enrolled in HISD during the past six years, compared to the number of eligible immigrant students enrolled during the same time period. There was a steady increase in the number of foreign-born students from 21,997 in the 1990–91 school year to 33,397 during the 1995–96 school year. The eligible immigrant enrollment decreased from 7,640 immigrant students in the 1990–91 school year to its lowest point at 4,883 in 1994–95, then rebounded to 12,135 students during the 1995–96 school year. That 149% increase resulted directly from concerted efforts of the EIEP staff to recruit eligible immigrant students from the group of foreign-born students enrolled in the district.

There are at least two basic reasons that the number of foreign-born students and the number of immigrant students are different. Parents must voluntarily enroll their students as immigrants, and for a variety of reasons, many parents preferred not to have their students classified as immigrants. Also, a foreign-born student may be classified as an immigrant only through three complete years of schooling in American schools. After that, the student may not be classified as an immigrant for the purpose of funding through the Texas Education Agency.

Table 2 lists the countries of origin that were most highly represented in the HISD student population during the 1995–96 school year. The largest number indicates that 71.1% emigrated from Mexico. Another highly represented foreign country in HISD was El

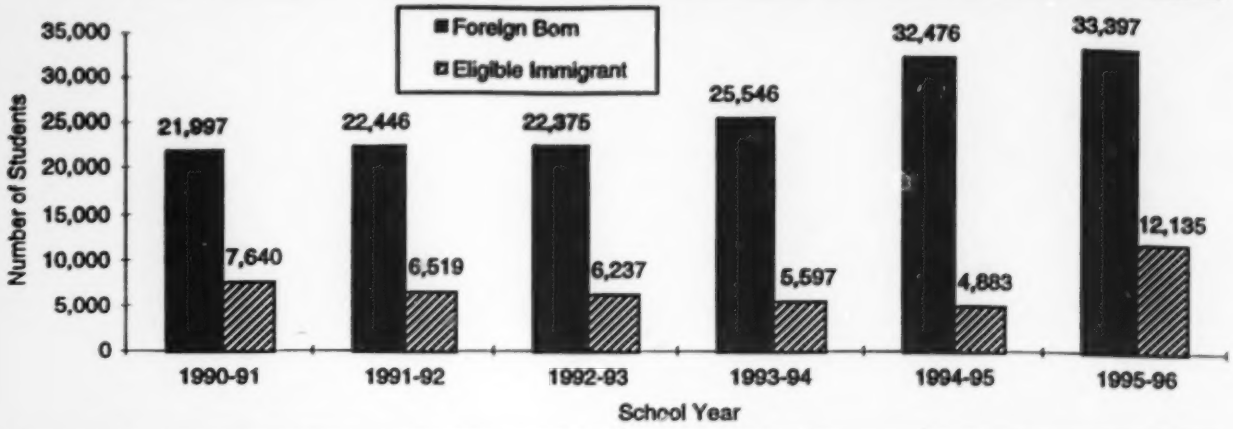

Figure 2: Eligible immigrant student enrollment and foreign-born student enrollment in HISD for school years 1990–91 through 1995–96.

Salvador with 10.9%, then Vietnam with 4.4% of the foreign student population. Two more countries with a relatively large representation were Honduras with 2.3% and Guatemala at 1.4%. Pakistan, Nicaragua, China, Philippines, Columbia, India, Guadeloupe, Russia, Bosnia, and other individual foreign countries, each provided less than 1% of the population of foreign students.

A total of 29,436 immigrant students, or 88.1%, came from Latin American countries or other countries where Spanish was the national language. The remaining 3,961 students, or 11.9% were from countries with a variety of other home languages. It should be noted that an increasing number of students emigrated from Vietnam and other countries where the native language was neither Spanish nor English.

Table 2: Country of Origin of HISD Foreign Born Students During the 1995–96 School Year

Country	Number	Percent
Mexico	23,760	71.1
El Salvador	3,646	10.9
Vietnam	1,475	4.4
Hondura	754	2.3
Guatemala	484	1.4
Pakistan	233	0.7
Nicaragua	189	0.6
China	187	0.6
Philippines	171	0.5
Columbia	153	0.5
India	148	0.4
Guadeloupe	123	0.4
Russia	99	0.3
Bosnia	34	0.1
Other Latin Am.	450	1.3
Other Countries	1,270	3.8
Other	221	0.7
Total	33,397	100.0

What languages were spoken in the homes of immigrant students?

Table 3 presents the number of immigrant students by the language spoken at home. It is interesting to note that of the 12,135 immigrant students, 89% indicated Spanish as their home language. About 10% of the students emigrated from countries with languages other than English or Spanish.

The second most prevalent foreign language was Vietnamese, with 4.4% of the immigrant students speaking that language. Less than one percent each spoke Laotian, Cambodian, Chinese, Korean, Japanese, French, German, or other languages.

Table 3: Home language of HISD students during the 1995–96 school year

Language	Number	Percent
Spanish	10,801	89.0
Vietnamese	528	4.4
Chinese	88	0.7
Korean	48	0.4
Japanese	19	0.2
Cambodian	16	0.1
French	13	0.1
German	8	0.1
Laotian	6	0.0
All Other Languages	608	4.2
Total	12,135	100.0

What activities were conducted to coordinate services for immigrant families in 1995–96?

Table 4.1 lists services provided to parents of immigrant students, the community, and other educators. A total of 2,570 contacts and activities concerning the coordination of services to parents and students were distributed as follows: parents, 20; community resources, 140; Multilingual Department staff, 120; HISD staff, 2,250; and Region IV ESC, 40. The number of services provided in 1995–96 was more than 16 times greater than in 1994–95.

The number of services provided by the coordinator of parent and student services increased in every category from 1994–95 to 1995–96. The most substantial increase was in assistance to HISD staff, where services increased from 47 in 1994–95 to 2,250 in 1995–96. That increase was accomplished mainly through direct contacts with the schools by telephone and in person to help with maintenance of immigrant student files.

The purpose of these contacts was to help school personnel recruit immigrant students and to expedite the updating of school computer files to reflect an increased number of eligible immigrant students. These efforts paid off with a 149% increase in the number of eligible immigrant students recorded through October 1995.

Table 4.2 details the Parent Advisory Council (PAC) and parent training meetings for immigrant families that the Parent/Student Services Coordinator conducted during the 1995–96 school year. Starting in October 1995, the coordinator conducted 10 meetings for the parents of immigrant students, as compared to 14 meetings in 1994–95.

Table 4.1: Services provided by the Parent/Student Services Coordinator in 1995–96

Coordination of Services	Number
Parents	20
Community Resources	140
Department Staff	120
HISD Staff	2,250
Region IV	40
Total	**2,570**

Parent Advisory Council (PAC) meetings addressed a number of relevant issues. Three meetings concerned State PAC agenda items or State conference agenda items. Seven meetings addressed topics such as the immigrant program itself, gangs, income tax, nutrition, adolescence, early childhood, program needs assessment and organization elections.

Parent attendance at these meetings varied from 1 to 56 parents per meeting, with an average of 29 parents per meeting. This is higher than the average of 10.6 parents per meeting at 14 meetings in 1994–95. From 2 to 10 staff members also attended each meeting in 1995–96, with an average of 8.6 staff members per meeting. That was higher than the average of 5.8 staff members per meeting during the previous year.

Table 4.2: Parent Advisory Council (PAC) and parent training meetings during the 1995–96 school year

Date	Type of Meeting	Topic	Target Group	Number of Parents	Number of Staff
10/24/95	PAC Meeting/Training	Overview of Program	Parents	38	10
10/26/95	State PAC	State PAC Agenda	PAC Representatives	10	6
10/27/95	State PAC	State PAC Agenda	same as above		
11/28/95	PAC Meeting/Training	Gangs	Parents	36	10
01/23/96	PAC Meeting/Training	HEP IRS	Parents	54	10
02/14/96	State PAC	State PAC Agenda	PAC Representatives	1	2
02/14/96	TPCC Conference	Conference Agenda	Parents, Educators	1	2
02/15/96	TPCC Conference	Conference Agenda	same as above		
02/16/96	TPCC Conference	Conference Agenda	same as above		
02/27/96	PAC Meeting/Training	Nutrition	Parents	42	10
03/26/96	PAC Meeting/Training	Adolescence	Patents	32	10
04/36/96	PAC Meeting/Training	Early Childhood	Parents	21	10
05/22/96	PAC Meeting/Training	Needs Assessment and Elections	Parents	56	16
Total				**291**	**86**

What activities did the Immigrant Counselor conduct during the 1995–96 school year?

Table 5 presents the numbers and types of activities conducted by the Immigrant Counselor in 1995–96, who offered services to all immigrant students. The immigrant counselor performed a total of 834 contacts and activities involving 191 parents, 97 community resources, 204 Multilingual Department staff, and 342 HISD staff. This constituted a 3.7% increase over the previous year.

The immigrant counselor also conducted a total of 535 counseling sessions during the 1995–96 school year, including 519 individual counseling sessions and 16 group counseling sessions. This represented a 13% decrease from the 1994–95 school year. See **Appendix B** for additional details.

How many immigrant students passed each section of the Texas Assessment of Academic Skills (TAAS), English and Spanish versions, in 1994–95 and 1995–96?

Table 6.1 presents the percent of immigrant students who passed each subtest of the English TAAS by grade level in 1994–95 and in 1995–96. Of the 12,135 eligible immigrant students in HISD during the 1995–96 year, 12.7% completed the English reading subtest, 5.7% completed the writing subtest, and 12.0% completed the mathematics subtest. This constitutes a decrease from the previous year, when out of 4,883 eligible students, 45.4% completed the English reading subtest, 20.7% completed the writing subtest, and 46.0% completed the mathematics subtest.

Table 5: Activities of the Immigrant Counselor During the 1995–96 School Year

Coordination of Services	Number
Parents	191
Community Resources	97
Department Staff	204
HISD Staff	342
Total	834
Counseling Component	**Number**
Individual Sessions	519
Group Sessions	16
Total	535

According to Texas Education Agency, Standard Application System, Schedule #4C, Program Evaluation Design, the TAAS passing standard was set at 90%. The 1995–96 TEA Required Improvement (Increment) for immigrant students in HISD was established at 7% for reading and writing, and 10% for mathematics. **Appendix C** includes the Program Evaluation Design for immigrant students in the EIEP.

Compared to performance on the English TAAS in the previous year, the percent passing reading decreased from 58% to 41%; the percent passing writing decreased from 55% to 32%; while the percent passing the mathematics test increased from 39% to 44%. As indicated by these results, immigrant students achieved the TEA Required Improvement (Increment) standard in mathematics; however, the standard was not achieved in reading and writing.

Table 6.1: Number of Immigrant Students Tested and Percent Passing the English TAAS in Spring 1995 and 1996 by Grade Level

Grade Level	Spring 1995						Spring 1996					
	Reading		Writing		Mathematics		Reading		Writing		Mathematics	
	n	%	n	%	n	%	n	%	n	%	n	%
3	11	73	0	na	10	60	79	82	0	na	79	72
4	64	83	60	90	65	74	65	71	65	86	67	81
5	229	79	0	na	231	69	122	73	0	na	122	75
6	428	62	0	na	428	43	266	42	0	na	267	53
7	526	58	16	25	523	35	294	41	14	7	294	37
8	500	52	487	53	492	27	310	34	254	37	309	36
9	na	na	na	na	na	na	66	15	0	na	1	na
10	325	51	319	61	326	39	35	17	34	15	41	15
11	89	25	89	28	115	19	211	21	222	18	197	19
12	46	59	41	54	55	53	98	31	108	23	85	40
Total	2,218	58	1,012	55	2,245	39	1,546	41	697	32	1,461	44

Table 6.2: Number of Immigrant Students Tested and Percent Passing the English TAAS in Spring 1996 by Management District

	Reading		Writing		Mathematics	
District	n	%	n	%	n	%
Northwest	35	49	18	56	35	49
Southeast	237	23	93	27	164	30
North	118	53	49	41	121	49
East	131	37	60	25	129	39
West	228	35	120	24	218	39
Central	74	42	60	33	87	40
Alternative	10	50	7	14	11	55
South Central	67	52	24	58	65	55
South	68	40	19	53	66	33
North Central	205	39	97	16	199	37
Southwest	309	51	130	41	302	58
Northeast	48	56	17	47	50	50
Charter	16	19	*	*	14	43
Total	1,546	42	697	32	1,461	44

* Fewer than 5 students

When examining the performance of immigrant students by grade level, immigrant students in elementary schools outperformed the immigrant students in secondary schools. In general, as the grade levels increased, the passing rates decreased. This trend was parallel to the general population of students in HISD.

The TAAS passing rate was low for immigrant students in secondary schools, especially considering the low rate of immigrant students actually taking the TAAS. Reading passing rates for secondary students ranged from 42% to 15%. Passing rates for writing ranged from 37% to 7%. Mathematics passing rates ranged from 53% to 15%.

It should be noted that the data for students listed in the ninth grade reflected their performance on the eighth grade TAAS. Normally, the Exit Level TAAS is first administered to high school students in the tenth grade. Those who fail one or more subtests during that administration of the TAAS may take the test over until they pass all sub-sections to graduate from high school.

Performance of immigrant students on the English TAAS in spring 1996 by Management District is described in **Table 6.2**. Schools in each of the Management Districts recorded passing rates for immigrant students below the 1995–96 TEA Required Improvement (Increment) standards for reading and writing. More detailed information concerning the performance of immigrant students on the English TAAS by campus within Management District is included in **Appendix D**.

On the English TAAS reading subtest, at least 50% of the immigrant students passed in the North, Alternative, South Central, Southwest, and Northeast Management Districts. Less than 30% of the immigrant students passed in the Southeast and Charter Schools Management Districts.

A majority of the immigrant students passed the English TAAS writing subtest, in the Northwest, South Central, and South Management Districts, while less than 30% passed in the Southeast, East, West, Alternative, and North Central Management Districts.

On the English TAAS mathematics subtest, at least 50% of the immigrant students passed in the Alternative, South Central, Southwest, and Northeast Management Districts, while fewer than 40% of the immigrant students passed in the East, West, South, and North Central Management Districts.

Table 6.3 reflects the performance of immigrant students on the Spanish TAAS by grade level. This test assessed their academic achievement in reading

Table 6.3: Performance of Immigrant Students on the Spanish TAAS in Spring 1996 by Grade Level

	Reading		Mathematics	
Grade	n	%	n	%
3	543	48	551	41
4	317	57	317	41
5	242	39	241	19
6	52	42	52	38
Other	5	na	5	na
Total	1,159	48	1,166	36

Spanish, as well as their understanding of mathematics concepts in Spanish. These students were identified as limited English proficient, and either they participated in bilingual education programs, or were considered proficient enough in Spanish to take the spring 1996 TAAS in Spanish. Additional information concerning the performance of immigrant students on the Spanish TAAS by campus within Management District is included in **Appendix E.**

Most of the students were in elementary school grades three through six. A total of 1,159 eligible immigrant students participated in the Spanish TAAS reading subtest, and 1,166 of those students participated in the Spanish TAAS mathematics subtest. Of the immigrant students taking the test, 48% passed the reading subtest and 36% passed the mathematics subtest.

In grades three through six, the highest percent passing Spanish reading was recorded in the fourth grade with 57%; the lowest percent passing Spanish reading was 39% in the fifth grade. The highest percent passing mathematics in Spanish was 41% in the third and fourth grades, while the lowest percent passing mathematics in Spanish was 19% in the fifth grade.

Performance of immigrant students on the Spanish TAAS in spring 1996 by Management District is presented in **Table 6.4.** The Alternative district and Charter Schools did not test immigrant students with the Spanish TAAS. Passing rates for the Spanish reading subtest ranged from 72% in the Northeast District to 36% in the Northwest District. Passing rates for the mathematics subtest ranged from 63% in the Northeast District to 0% in the South District.

In spring 1995, the Spanish Assessment of Basic Education (SABE) was administered to Spanish-speaking immigrant students, while in spring 1996, the Spanish TAAS was administered to Spanish-speaking students. During spring 1996, 10% of the 12,135 eligible immigrant students participated in the Spanish TAAS testing program, while 61% of the 4,883 eligible immigrant students participated in the SABE testing program in spring 1995. Even though there was 149% increase in the number of immigrant students in 1996, 55% more students participated in the SABE in 1995 than in the Spanish TAAS in 1996.

Table 6.4: Performance of Immigrant students on the Spanish TAAS in Spring 1996 by Management District

	Reading		Mathematics	
District	n	%	n	%
Northwest	28	36	30	23
Southeast	67	64	67	52
North	168	44	171	32
East	152	41	151	37
West	131	51	132	36
Central	37	43	36	33
South Central	118	48	118	37
South	8	50	8	0
North Central	147	46	149	30
Southwest	274	50	274	38
Northeast	29	72	30	63
Total	**1,159**	**48**	**1,166**	**36**

Discussion

During the past two years, national attention has focused on services provided to immigrant students. National press and political leaders have stressed providing services to all legal immigrant students, but they have questioned providing certain services to students whose immigration status is not properly documented. California and other states have questioned policies providing medical, educational and social services to illegal immigrants and their children. This has promoted a fear in both legal and illegal immigrants, making it more difficult to identify immigrant students.

Funds for immigrant programs are limited. Although program goals address both social services and educational achievement, funds are insufficient for both. Often, the educational funds are used to provide social services that support the educational program.

A districtwide effort to identify immigrant students revealed a high number of potential immigrants. Follow-up visits were conducted to add these students to the immigrant rolls. This effort resulted in a substantial increase of 149% more immigrant students in 1995–96. This should result in a substantial increase in the amount of funds allocated for immigrant students for the following year in HISD.

Additional changes were made in the State testing program. TAAS Spanish version was administered to third, fourth, fifth, and sixth grade Spanish-speaking students. The SABE had been administered to those students in the past.

The district is receiving increasing numbers of non-Spanish speaking immigrants. For example, there is a relatively large Vietnamese population in the district. The number of Vietnamese students in-

creased from 3.6% of the immigrant population in 1994–95 to 4.4% in 1995–96. The immigrant program staff needs to assess services to students with home languages other than Spanish, such as Vietnamese, Cambodian, and Laotian.

Recommendations

1. Since 11.9% of foreign born students speak a language other than Spanish, non-Spanish speaking immigrant students may benefit from additional language services including: more teacher training and staff development in the use of ESL instructional techniques in academic subjects; an English language institute in one or more management districts; the use of videotapes, computer assisted instruction, and other interactive technologies to support ESL instruction for languages other than Spanish.

2. Since a goal of the program is to promote training and support for the parents of immigrant students, increased parent training needs to be encouraged as follows: offering incentives, building on cultural heritage, stimulating family activities, providing literacy training, presenting more parenting workshops, or initiating other immigrant services to improve parenting skills.

3. Since immigrant students did not achieve the TEA, Standard Application System, Schedule #4C, Required Improvement (Increment) at any grade level, the EIEP should strengthen its instructional services to immigrant students at all grade levels, and especially at the middle and high school levels, through additional teacher training in the use of instructional methodologies recommended as effective in the research literature.

4. Since immigrant students in none of the HISD Management Districts recorded TAAS passing rates for immigrant students that met the TEA, Standard Application System, Schedule #4C, Required Improvement (Increment), it is recommended that Management District offices form advisory committees consisting of middle school and high school teachers, to address the academic and social issues affecting the performance of immigrant students.

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Appendix A.
Number of Immigrant Students by School in 1995–96

Alcott ES	10	Davis HS	141	Henderson, NQ,	3	MacArthur ES	23	Sanderson ES	4
Allen ES	19	De Chaumes ES	25	Henry MS	31	MacGregor ES	47	Scarborough ES	54
Almeda ES	21	De Zavala ES	60	Herod ES	38	Mading ES	2	Scarborough HS	25
Anderson ES	126	Deady MS	85	Herrera ES	225	Madison HS	56	Scott ES	15
Ashford ES	43	Dodson ES	15	Hobby ES	16	Marshall MS	156	Scroggins ES	20
Askew ES	40	Dogan ES	7	Hogg MS	112	Martinez, C, ES	48	Shadowbriar (6)	27
Atherton ES	3	Douglass ES	2	Hohl ES	21	Martinez, R, ES	47	Sharpstown HS	210
Attucks MS	5	Dowling MS	40	Holden ES	31	McDade ES	8	Sharpstown MS	147
Austin HS	206	Durham ES	13	Holland MS	40	McNamara ES	154	Sheam ES	63
Barrick ES	20	Durkee ES	55	Horn ES	3	McReynolds MS	43	Sherman ES	133
Bastian EL	35	Easter ES	10	Houston Nt. HS	8	Memorial ES	15	Sinclair ES	3
Bell ES	69	Edison MS	100	Houston, S, HS	192	Milam ES	60	Skill Enhan. Ctr.	7
Bellaire HS	210	Eighth Ave. ES	31	HS for Hlth Pro.	2	Milby HS	319	Smith MS	3
Benavidez ES	241	Eliot ES	46	HSLECJ	6	Milne ES	26	Smith, EO, ES	2
Benbrook ES	27	Elrod ES	31	HSPVA	3	Mitchell ES	14	Smith, K, ES	29
Berry ES	43	Emerson ES	91	Isaacs ES	11	Mongtomery ES	20	Southmayd ES	47
Black MS	21	Employment Ctr.	4	Jackson MS	120	Neff ES	131	Sterling HS	8
Bonham ES	52	Fairchild ES	1	Janowski ES	163	Northline ES	77	Stevens ES	78
Bonner ES	75	Field ES	50	Jefferson ES	72	Oak Forest ES	3	Stevenson ES	58
Bowie ES	11	Fleming MS	6	Johnston MS	54	Oates ES	44	Stevenson MS	77
Braeburn ES	233	Foerster ES	29	Jones HS	21	Osborne ES	2	Sugar Grove ES	8
Briargrove ES	23	Foley's Academy	1	Jones, A, ES	26	Park Place ES	66	Sunny Side ES	4
Briscoe ES	65	Fondren ES	27	Jones, JW, ES	51	Parker ES	13	Sutton ES	178
Brock ES	22	Fondren MS	70	Jordan HS	16	Patterson ES	22	Tech. Prep. Coll.	2
Brookline ES	231	Fonville MS	58	Kashmere HS	2	Peck ES	15	Terrell Altern.	7
Browning ES	41	Foster ES	4	Kay Ongoing	4	Pershing MS	54	Thomas MS	2
Bruce ES	23	Franklin ES	60	Kelso ES	7	Petersen ES	12	Thompson ES	2
Burbank ES	41	Frost ES	3	Kennedy ES	23	Pilgrim ES	98	Tijerina ES	109
Burbank MS	70	Furr HS	59	Key MS	16	Piney Point ES	190	Travis ES	31
Burnett Bayland	1	Gallegos ES	81	KIPP	3	Poe ES	28	TSU/HISD	1
Burnett ES	77	Garcia ES	79	Kolter ES	8	Port Houston ES	27	Turner ES	5
Burrus ES	23	Garden Oaks ES	25	Lamar ES	73	Pugh ES	15	Twain ES	5
Bush ES	24	Gardn. Villas ES	5	Lamar HS	183	Reagan HS	176	Wainwright ES	24
Cage ES	32	Golfcrest ES	106	Langston FmCt	1	Red ES	20	Walnut Bend ES	93
Carrillo ES	34	Gordon ES	149	Lanier MS	24	Revere MS	30	Waltrip HS	58
Carter, HP	4	Grady MS	38	Lantrip ES	49	Reynolds ES	1	Washington HS	15
Chatham ES	1	Greg./Linc. ES	48	Las Americas	13	Rice (6-8)	6	Welch MS	37
Clifton MS	24	Gregg ES	43	Law ES	2	Ripley Alt.. (6-8)	2	Wesley ES	6
Codwell ES	10	Grimes ES	4	LEAP (9-12)	1	Roberts ES	61	West Univ. ES	14
Community Ser.	3	Grissom ES	34	Lee ES	36	Rogers, TH	5	Westbury HS	129
Condit ES	27	Hamilton MS	37	Lee HS	740	Rogers, W, ES	27	Wharton ES	46
Con. Ln. Ctr. HS	6	Harper	3	Lewis ES	100	Roosevelt ES	31	Wheatley HS	25
Coop ES	45	Harris Cty. JDC	6	Lincoln MS	34	Ross ES	1	White ES	143
Cornelius ES	23	Harris, JR, ES	55	Lockhart ES	8	Rucker ES	21	Whittier ES	8
Crawfore ES	23	Harris, RP, ES	90	Long MS	111	Rusk (7)	6	Williams MS	24
Crespo ES	135	Hartman MS	68	Longfellow ES	35	Rusk ES	24	Wilson ES	63
Crockett ES	27	Hartsfield ES	6	Looscan ES	29	Ryan ES	24	Windsor Vill. ES	10
Cullen MS	2	Harvard ES	58	Love ES	30	Ryan MS	16	Worthing HS	2
Cunningham ES	139	Helms ES	29	Lovett ES	5	Sanchez ES	47	Yates HS	1
Davila ES	50	Henderson, JP,	85	Lyons ES	25	Sanchez, GI	3	Yth Ed. Success	1

Appendix B.
Activities of the Multilingual Programs Counselor: 1995-96

Individual Counseling Sessions (number of sessions)

Schools	No. of Sessions
Elementary Schools	
Brock	1
Franklin	1
Total	2
Middle Schools	
Cullen`	6
Deady	3
Edison	8
Fonville	1
Hartmasn	1
Hogg	2
Total	21
High Schools	
Austin	79
Basrbara Jordan	5
Davis	23
Furr	14
Houston	19
HSPVA	16
Lamar	10

Schools	No. of Sessions
High Schools	
Law Enforcement	13
Lee	30
Milby	125
Reagan	14
Sharpstown	9
Waltrip	8
Wheatley	11
Westbury	6
Yates	4
Total	386
Alternative Program	
AAMA	9
CLC	1
HEP (U of H)	21
Carter, HP	1
Univ. of Texas	4
Ungraded (corresp. courses)	74
Total	110
GRAND TOTAL	519

Group Counseling Sessions (number of group sessions)

Schools	No. of Sessions
High Schools	
Houston, Sam	1
Lee	7
Milby	8
Total	16

Exemplary Migrant Student Applicants

School	Number
Houston, Sam	1
Lamar	1
Milby	1
Total	3

Coordination of Services (number of meetings and/or consultations)

Description	Number
Parents	191
Dept. Staff	204
Community RES.	97
HISD Staff	342
Total	834

Tuition Scholarships

School	Number
Univ. of Texas Houston Night HS Summer School	
Total	4

Appendix C.
TEA Schedule #4C–Program Evaluation Design

Houston ISD

Immigrant Enrollment
1994-95 – 4,683

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
Emergency Immigrant Education Program
School Year 1995-96
Schedule #4C–Program Evaluation Design

101-912

	Performance Indicators for EIEP Students (1)	Performance Results School Year 93-94 (2)	Gap (3)	Required Improvement (Increment) (4)	Projected Performance School Year 94-95 (5)	Performance Results School Year 94-95 (6)	Gap (7)	Required Improvement (Increment) (8)	Projected Performance School Year 95-96 (9)	State Standard (10)
A	Attendance	94.789%	-0-	-0-	94%	94.231%	-0-	-0-	94.0%	94%
B	Annual Drop Out Rate	7.767%	-6.767%	-1.354%	6.413%	7.30%	-6.30%	-1.260%	6.04%	1%
C	Annual Graduation Rate	64.527%	34.473%	6.895%	71.422%	91.732%	7%	1.454%	93.186%	99%
D	TAAS									
	Writing									
	# Passing	501				561				
	# Taking	889				1023				
	Passing Rate	56.355%	33.645%	6.729%	63.084%	54.839%	35.161%	7.032%	61.871%	90%
	Reading									
	# Passing	1200				1340				
	# Taking	2116				2366				
	Passing Rate	56.711%	33.289%	6.658%	63.369%	56.636%	33.364%	6.673%	63.309%	90%
	Math									
	# Passing	902				911				
	# Taking	2099				2335				
	Passing Rate	42.973%	47.027%	9.405%	52.378%	39.02%	50.985%	10.197%	49.212%	90%
E	Alternative Assessment		Spanish Assessment of Basic Education (SABE)				Grade Levels Tested:: 2, 5, and 6			
	Reading									
	#Taking					60				
	#at or above 40%ile					38				
	Passing Rate					63.333%	27%	5.333%	68.667%	90%
	Mathematics									
	#Taking					60				
	#at or above 40%ile					50				
						83.333%	6.667%	1.333%	84.667%	90%

TAAS Writing	Number Taking	Number Passing	Passsing Rate
Exit Lvl (10-11)	460	246	
Gr 3-8	563	315	
Spanish TAAS	0	0	
	1023	561	54.80%
Reading TAAS Rd			
Exit Lvl (10-11)	470	217	
Gr 3-8	1817	1088	
Spanish TAAS	79	35	
	2366	1340	56.60%
TAAS Mathematics			
Exit Lvl (10-11)	506	175	0.3456498

Describe Activities and Services
Emergency Education Immigration Act program funds supported recruitment and identification; instructional materials and services in reading, writing, and mathematics; counseling; training for parents and teachers; and other services related to educating immigrant students.

Research and Evaluation

Contact Persons:

Al Gavito, Director

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Appendix D.
English Texas Assessment of Academic Skills (TAAS) Results by Management District and School Spring 1996

District	School	Reading			Writing			Mathematics		
		# Tested	# Passed	% Passed	# Tested	# Passed	% Passed	# Tested	# Passed	% Passed
Northwest										
601	15	3	0	0.00	4	1	25.00	2	1	50.00
601	24	1	1	100.00	1	1	100.00	1	1	100.00
601	42	7	3	42.86	5	3	60.00	8	3	37.50
601	48	13	8	61.54	5	2	40.00	13	8	61.54
601	157	1	1	100.00	0	0	0.00	1	1	100.00
601	177	1	0	0.00	0	0	0.00	1	0	0.00
601	188	2	1	50.00	0	0	0.00	2	1	50.00
601	211	1	0	0.00	0	0	0.00	1	0	0.00
601	241	0	0	0.00	0	0	0.00	0	0	0.00
601	242	2	2	100.00	1	1	100.00	2	2	100.00
601	245	3	1	33.33	1	1	100.00	3	0	0.00
601	252	1	0	0.00	1	1	100.00	1	0	0.00
601	268	0	0	0.00	0	0	0.00	0	0	0.00
Total		35	17	48.57	18	10	55.56	35	17	48.57
Southeast										
602	11	112	18	16.07	56	14	25.00	39	9	23.08
602	45	75	9	12.00	15	4	26.67	75	13	17.33
602	98	39	17	43.59	20	5	25.00	39	20	51.28
602	112	1	1	100.00	0	0	0.00	1	1	100.00
602	166	1	1	100.00	0	0	0.00	1	1	100.00
602	194	4	4	100.00	1	1	100.00	4	2	50.00
602	281	1	1	100.00	1	1	100.00	1	0	0.00
602	290	1	1	100.00	0	0	0.00	1	1	100.00
602	297	3	2	66.67	0	0	0.00	3	3	100.00
Total		237	54	22.78	93	25	26.88	164	50	30.49
North										
603	5	21	10	47.62	27	7	25.93	23	5	21.74
603	43	21	13	61.90	3	1	33.33	21	11	52.38
603	47	22	9	40.91	11	6	54.55	22	10	45.45
603	52	27	12	44.44	4	2	50.00	28	11	39.29
603	107	3	2	66.67	0	0	0.00	3	2	66.67
603	109	1	1	100.00	0	0	0.00	1	1	100.00
603	122	1	1	100.00	0	0	0.00	1	1	100.00
603	132	2	2	100.00	1	1	100.00	2	1	50.00
603	137	1	1	100.00	1	1	100.00	1	1	100.00
603	144	7	4	57.14	1	1	100.00	7	5	71.43
603	181	7	5	71.43	1	1	100.00	7	6	85.71
603	210	2	1	50.00	0	0	0.00	2	2	100.00
603	237	1	0	0.00	0	0	0.00	1	1	100.00
603	283	1	1	100.00	0	0	0.00	1	1	100.00
603	286	1	1	100.00	0	0	0.00	1	1	100.00
Total		118	63	53.39	49	20	40.82	121	59	48.76

Appendix D.
English Texas Assessment of Academic Skills (TAAS) Results by Management District and School Spring 1996

District	School	Reading			Writing			Mathematics		
		# Tested	# Passed	% Passed	# Tested	# Passed	% Passed	# Tested	# Passed	% Passed
East										
604	1	23	6	26.09	22	3	13.64	21	6	28.57
604	4	2	0	0.00	3	1	33.33	2	0	0.00
604	46	31	12	38.71	11	4	36.36	30	11	36.67
604	50	13	3	23.08	2	0	0.00	13	3	23.08
604	54	44	16	36.36	20	5	25.00	44	18	40.91
604	117	2	1	50.00	1	1	100.00	2	1	50.00
604	124	2	1	50.00	0	0	0.00	2	1	50.00
604	138	1	0	0.00	0	0	0.00	1	0	0.00
604	155	3	2	66.67	0	0	0.00	3	1	33.33
604	167	1	0	0.00	1	1	100.00	2	1	50.00
604	171	2	1	50.00	0	0	0.00	2	2	100.00
604	192	1	1	100.00	0	0	0.00	1	1	100.00
604	212	2	2	100.00	0	0	0.00	2	2	100.00
604	222	1	1	100.00	0	0	0.00	1	1	100.00
604	234	1	1	100.00	0	0	0.00	1	1	100.00
604	279	1	1	100.00	0	0	0.00	1	1	100.00
604	292	1	1	100.00	0	0	0.00	1	0	0.00
Total		131	49	37.40	60	15	25.00	129	50	38.76
West										
605	9	88	13	14.77	84	15	17.86	87	18	20.69
605	23	30	8	26.67	20	5	25.00	21	6	28.57
605	60	9	4	44.44	4	2	50.00	9	4	44.44
605	68	33	4	12.12	1	0	0.00	33	10	30.30
605	81	21	10	47.62	6	4	66.67	22	9	40.91
605	83	7	3	42.86	0	0	0.00	7	4	57.14
605	111	2	2	100.00	0	0	0.00	2	1	50.00
605	116	1	1	100.00	1	1	100.00	1	1	100.00
605	209	4	4	100.00	0	0	0.00	4	4	100.00
605	219	8	7	87.50	0	0	0.00	8	7	87.50
605	227	3	3	100.00	1	1	100.00	3	3	100.00
605	253	3	2	66.67	0	0	0.00	3	3	100.00
605	267	11	10	90.91	1	1	100.00	11	9	81.82
605	273	0	0	0.00	1	0	0.00	0	0	0.00
605	274	4	4	100.00	1	0	0.00	4	4	100.00
605	275	1	1	100.00	0	0	0.00	0	0	0.00
605	278	3	3	100.00	0	0	0.00	3	2	66.67
Total		228	79	34.65	120	29	24.17	218	85	38.99
Central										
606	8	29	5	17.24	42	8	19.05	42	8	19.05
606	57	11	6	54.55	0	0	0.00	11	4	36.36
606	58	14	7	50.00	3	1	33.33	14	9	64.29
606	80	1	1	100.00	1	0	0.00	1	1	100.00
606	184	5	1	20.00	1	0	0.00	5	0	0.00
606	201	0	0	0.00	7	6	85.71	0	0	0.00
606	229	6	6	100.00	4	4	100.00	6	6	100.00
606	255	1	1	100.00	0	0	0.00	1	1	100.00
606	256	1	1	100.00	0	0	0.00	1	1	100.00
606	259	1	1	100.00	0	0	0.00	1	1	100.00
606	282	5	2	40.00	2	1	50.00	5	4	80.00
Total		74	31	41.89	60	20	33.33	87	35	40.23

Appendix D.
English Texas Assessment of Academic Skills (TAAS) Results by Management District and School Spring 1996

District	School	Reading			Writing			Mathematics		
		# Tested	# Passed	% Passed	# Tested	# Passed	% Passed	# Tested	# Passed	% Passed
Alternative										
607	30	0	0	0.00	0	0	0.00	1	1	100.00
607	33	0	0	0.00	0	0	0.00	1	1	100.00
607	39	1	1	100.00	1	1	100.00	1	1	100.00
607	73	1	0	0.00	2	0	0.00	2	1	50.00
607	76	5	3	60.00	0	0	0.00	5	2	40.00
607	85	1	0	0.00	1	0	0.00	0	0	0.00
607	92	2	1	50.00	3	0	0.00	1	0	0.00
Total		10	5	50.00	7	1	14.29	11	6	54.55
South Central										
608	6	1	0	0.00	1	0	0.00	1	0	0.00
608	51	38	14	36.84	13	5	38.46	36	13	36.11
608	66	9	5	55.56	4	3	75.00	9	5	55.56
608	119	7	7	100.00	4	4	100.00	7	7	100.00
608	133	1	1	100.00	1	1	100.00	1	1	100.00
608	139	2	0	0.00	0	0	0.00	2	1	50.00
608	158	1	1	100.00	1	1	100.00	1	1	100.00
608	159	2	2	100.00	0	0	0.00	2	2	100.00
608	168	1	1	100.00	0	0	0.00	1	1	100.00
608	195	2	2	100.00	0	0	0.00	2	2	100.00
608	217	1	1	100.00	0	0	0.00	1	1	100.00
608	243	0	0	0.00	0	0	0.00	0	0	0.00
608	250	2	1	50.00	0	0	0.00	2	2	100.00
608	272	0	0	0.00	0	0	0.00	0	0	0.00
Total		67	35	52.24	24	14	58.33	65	36	55.38
South										
609	10	10	4	40.00	5	1	20.00	8	4	50.00
609	41	5	2	40.00	2	2	100.00	5	2	40.00
609	75	33	8	24.24	4	1	25.00	32	5	15.63
609	77	2	0	0.00	2	1	50.00	2	0	0.00
609	104	0	0	0.00	1	1	100.00	0	0	0.00
609	108	1	1	100.00	0	0	0.00	1	0	0.00
609	123	3	3	100.00	0	0	0.00	3	2	66.67
609	164	1	1	100.00	0	0	0.00	1	1	100.00
609	175	3	2	66.67	2	2	100.00	3	2	66.67
609	247	1	1	100.00	0	0	0.00	2	1	50.00
609	262	7	3	42.86	1	1	100.00	7	3	42.86
609	264	1	1	100.00	1	1	100.00	1	1	100.00
609	265	1	1	100.00	1	0	0.00	1	1	100.00
Total		68	27	39.71	19	10	52.63	66	22	33.33

Appendix D.
English Texas Assessment of Academic Skills (TAAS) Results by Management District and School Spring 1996

District	School	Reading			Writing			Mathematics		
		# Tested	# Passed	% Passed	# Tested	# Passed	% Passed	# Tested	# Passed	% Passed
North Central										
610	3	24	10	41.67	17	3	17.65	14	4	28.57
610	12	27	5	18.52	30	2	6.67	29	3	10.34
610	49	18	8	44.44	9	3	33.33	19	7	36.84
610	53	33	11	33.33	10	3	30.00	33	16	48.48
610	61	72	22	30.56	28	3	10.71	73	17	23.29
610	118	2	2	100.00	0	0	0.00	2	2	100.00
610	125	1	1	100.00	0	0	0.00	1	1	100.00
610	135	1	1	100.00	0	0	0.00	1	1	100.00
610	146	2	0	0.00	0	0	0.00	2	1	50.00
610	170	1	0	0.00	0	0	0.00	1	1	100.00
610	182	1	1	100.00	0	0	0.00	1	1	100.00
610	190	3	3	100.00	0	0	0.00	3	3	100.00
610	197	1	1	100.00	0	0	0.00	1	1	100.00
610	205	1	1	100.00	0	0	0.00	1	1	100.00
610	240	13	10	76.92	3	2	66.67	13	11	84.62
610	246	1	1	100.00	0	0	0.00	1	1	100.00
610	249	2	1	50.00	0	0	0.00	2	1	50.00
610	289	2	2	100.00	0	0	0.00	2	2	100.00
Total		205	80	39.02	97	16	16.49	199	74	37.19
Southwest										
611	2	24	6	25.00	28	5	17.86	19	4	21.05
611	17	14	3	21.43	21	5	23.81	12	6	50.00
611	55	16	10	62.50	4	2	50.00	16	9	56.25
611	56	22	17	77.27	7	5	71.43	22	17	77.27
611	59	50	21	42.00	18	4	22.22	50	19	38.00
611	64	44	14	31.82	11	5	45.45	44	25	56.82
611	72	57	30	52.63	24	12	50.00	56	33	58.93
611	105	10	7	70.00	0	0	0.00	10	5	50.00
611	114	4	3	75.00	2	1	50.00	4	3	75.00
611	130	1	1	100.00	1	1	100.00	1	1	100.00
611	136	4	3	75.00	1	1	100.00	4	3	75.00
611	148	9	5	55.56	2	2	100.00	9	6	66.67
611	151	5	4	80.00	3	3	100.00	5	5	100.00
611	153	1	0	0.00	0	0	0.00	1	1	100.00
611	160	4	4	100.00	1	1	100.00	5	4	80.00
611	173	1	1	100.00	2	2	100.00	1	1	100.00
611	178	1	1	100.00	0	0	0.00	1	1	100.00
611	189	1	1	100.00	0	0	0.00	1	1	100.00
611	196	7	6	85.71	1	1	100.00	7	7	100.00
611	199	2	2	100.00	0	0	0.00	2	2	100.00
611	215	2	2	100.00	1	0	0.00	2	2	100.00
611	224	1	0	0.00	0	0	0.00	1	0	0.00
611	239	1	0	0.00	0	0	0.00	1	0	0.00
611	248	4	4	100.00	0	0	0.00	4	4	100.00
611	271	2	0	0.00	0	0	0.00	2	0	0.00
611	295	20	11	55.00	2	2	100.00	20	14	70.00
611	299	2	2	100.00	1	1	100.00	2	2	100.00
Total		309	158	51.13	130	53	40.77	302	175	57.95

Appendix D.
English Texas Assessment of Academic Skills (TAAS) Results by Management District and School Spring 1996

District	School	Reading			Writing			Mathematics		
		# Tested	# Passed	% Passed	# Tested	# Passed	% Passed	# Tested	# Passed	% Passed
Northeast										
612	62	16	5	31.25	7	0	0.00	16	4	25.00
612	67	2	1	50.00	2	1	50.00	3	0	0.00
612	78	2	1	50.00	2	1	50.00	2	1	50.00
612	79	9	5	55.56	3	3	100.00	10	6	60.00
612	106	2	2	100.00	0	0	0.00	2	2	100.00
612	121	2	2	100.00	0	0	0.00	2	1	50.00
612	134	3	2	66.67	0	0	0.00	3	1	33.33
612	172	1	1	100.00	0	0	0.00	1	1	100.00
612	180	1	1	100.00	0	0	0.00	1	0	0.00
612	183	3	1	33.33	1	1	100.00	3	3	100.00
612	238	2	2	100.00	0	0	0.00	2	1	50.00
612	269	1	0	0.00	0	0	0.00	1	1	100.00
612	298	4	4	100.00	2	2	100.00	4	4	100.00
Total		48	27	56.25	17	8	47.06	50	25	50.00
Charter										
613	82	14	1	7.14	3	0	0.00	12	4	33.33
613	254	2	2	100.00	0	0	0.00	2	2	100.00
Total		16	3	18.75	3	0	0.00	14	6	42.86

Appendix E.
Spring 1996 Spanish TAAS Performace by Administrative District and School

SPANISH TAAS 1995-96 (IMMIGRANTS)

School #	District #	Reading			Mathematics		
		Number Tested	Number Passed	Percent Passed	Number Tested	Number Passed	Percent Passed
Northwest							
176	601	3	1	33.33	3	0	0.00
177	601	8	1	12.50	8	1	12.50
242	601	1	1	100.00	1	1	100.00
245	601	13	6	46.15	15	5	33.33
252	601	2	1	50.00	2	0	0.00
268	601	1	0	0.00	1	0	0.00
Northwest Total		28	10	35.71	30	7	23.33
Southeast							
112	602	5	3	60.00	5	2	40.00
166	602	1	0	0.00	1	0	0.00
194	602	21	19	90.48	21	15	71.43
214	602	1	0	0.00	1	0	0.00
233	602	5	4	80.00	5	2	40.00
244	602	5	2	40.00	5	1	20.00
281	602	6	3	50.00	6	2	33.33
290	602	19	11	57.89	19	12	63.16
297	602	4	1	25.00	4	1	25.00
Southeast Total		67	43	64.18	67	35	52.24
North							
43	603	9	3	33.33	9	3	33.33
107	603	1	1	100.00	1	1	100.00
109	603	6	3	50.00	6	3	50.00
122	603	5	4	80.00	5	2	40.00
128	603	8	6	75.00	8	5	62.50
132	603	8	7	87.50	8	5	62.50
137	603	2	2	100.00	2	1	50.00
144	603	4	0	0.00	4	0	0.00
181	603	53	19	35.85	54	11	20.37
210	603	14	3	21.43	14	4	28.57
237	603	10	4	40.00	11	2	18.18
283	603	21	9	42.86	21	11	52.38
286	603	27	13	48.15	28	7	25.00
North Total		168	74	44.05	171	55	32.16

Appendix E.
Spring 1996 Spanish TAAS Performace by Administrative District and School

School #	District #	Reading			Mathematics		
		Number Tested	Number Passed	Percent Passed	Number Tested	Number Passed	Percent Passed
East							
54	604	12	3	25.00	12	4	33.33
117	604	14	1	7.14	14	3	21.43
124	604	16	10	62.50	15	10	66.67
138	604	9	2	22.22	9	1	11.11
155	604	4	0	0.00	4	0	0.00
167	604	9	7	77.78	9	6	66.67
171	604	19	11	57.89	19	9	47.37
192	604	10	3	30.00	10	2	20.00
212	604	8	5	62.50	8	4	50.00
222	604	2	2	100.00	2	2	100.00
234	604	2	1	50.00	2	2	100.00
258	604	2	1	50.00	2	2	100.00
279	604	20	10	50.00	20	7	35.00
287	604	6	0	0.00	6	1	16.67
291	604	17	6	35.29	17	3	17.65
292	604	2	1	50.00	2	0	0.00
East	Total	152	63	41.45	151	56	37.09
West							
83	605	4	1	25.00	4	1	25.00
111	605	2	2	100.00	2	0	0.00
149	605	17	3	17.65	17	5	29.41
209	605	22	11	50.00	22	7	31.82
218	605	23	20	86.96	23	13	56.52
219	605	12	6	50.00	13	4	30.77
227	605	20	8	40.00	20	9	45.00
253	605	9	7	77.78	9	5	55.56
267	605	12	3	25.00	12	1	8.33
273	605	4	2	50.00	4	0	0.00
274	605	6	4	66.67	6	3	50.00
West	Total	131	67	51.15	132	48	36.36
Central							
184	606	4	0	0.00	4	0	0.00
201	606	10	2	20.00	9	0	0.00
221	606	3	2	66.67	3	2	66.67
230	606	3	1	33.33	3	1	33.33
251	606	1	1	100.00	1	1	100.00
256	606	9	6	66.67	9	6	66.67
259	606	4	3	75.00	4	2	50.00
282	606	3	1	33.33	3	0	0.00
Central	Total	37	16	43.24	36	12	33.33

Appendix E.
Spring 1996 Spanish TAAS Performace by Administrative District and School

School #	District #	Reading			Mathematics		
		Number Tested	Number Passed	Percent Passed	Number Tested	Number Passed	Percent Passed
South Central							
119	608	81	39	48.15	81	29	35.80
133	608	2	2	100.00	2	2	100.00
159	608	26	13	50.00	26	10	38.46
162	608	3	1	33.33	3	1	33.33
217	608	3	0	0.00	3	0	0.00
272	608	3	2	66.67	3	2	66.67
South Central	Total	118	57	48.31	118	44	37.29
South							
104	609	2	0	0.00	2	0	0.00
262	609	5	3	60.00	5	0	0.00
264	609	1	1	100.00	1	0	0.00
South	Total	8	4	50.00	8	0	0.00
North Central							
12	610	1	0	0.00	1	0	0.00
61	610	12	8	66.67	12	4	33.33
118	610	1	1	100.00	1	1	100.00
120	610	9	5	55.56	9	2	22.22
135	610	4	4	100.00	4	3	75.00
146	610	9	3	33.33	9	3	33.33
152	610	3	2	66.67	3	3	100.00
169	610	9	5	55.56	9	3	33.33
170	610	10	4	40.00	10	5	50.00
182	610	16	8	50.00	16	1	6.25
190	610	12	4	33.33	13	3	23.08
193	610	6	5	83.33	6	3	50.00
197	610	3	2	66.67	3	1	33.33
198	610	6	2	33.33	6	2	33.33
204	610	1	0	0.00	1	0	0.00
205	610	16	10	62.50	17	8	47.06
235	610	2	1	50.00	2	1	50.00
240	610	22	2	9.09	22	0	0.00
246	610	2	1	50.00	2	0	0.00
249	610	3	1	33.33	3	1	33.33
North Central	Total	147	68	46.26	149	44	29.53

Appendix E.
Spring 1996 Spanish TAAS Performace by Administrative District and School

School #	District #	Reading			Mathematics		
		Number Tested	Number Passed	Percent Passed	Number Tested	Number Passed	Percent Passed
Southwest							
64	611	4	0	0.00	4	0	0.00
105	611	12	7	58.33	12	5	41.67
114	611	57	27	47.37	57	24	42.11
136	611	37	16	43.24	37	10	27.03
148	611	1	1	100.00	1	0	0.00
151	611	11	8	72.73	11	7	63.64
153	611	4	1	25.00	4	1	25.00
160	611	45	22	48.89	45	14	31.11
173	611	3	2	66.67	3	1	33.33
196	611	1	0	0.00	1	0	0.00
239	611	20	10	50.00	20	11	55.00
248	611	16	8	50.00	16	6	37.50
271	611	3	2	66.67	3	1	33.33
295	611	60	33	55.00	60	25	41.67
Southwest Total		274	137	50.00	274	105	38.32
Northeast							
62	612	8	6	75.00	8	7	87.50
134	612	4	2	50.00	5	2	40.00
147	612	4	3	75.00	4	2	50.00
183	612	6	4	66.67	6	4	66.67
269	612	6	5	83.33	6	3	50.00
298	612	1	1	100.00	1	1	100.00
Northeast Total		29	21	72.41	30	19	63.33